
2003-2004 *No Child Left Behind—Blue Ribbon Schools* Program Cover Sheet

Name of Principal Mrs. Gayle Calhoun

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Northwood Elementary School

(As it should appear in the official records)

School Mailing Address 2760 East Trimble Road

(If address is P.O. Box, also include street address)

San Jose

City

CA

State

95132-1055

Zip Code+4 (9 digits total)

Tel. (408) 923-1940

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Website/URL Berryessa.k12.ca.us E-mail Gayle.Calhoun@berryessa.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Gayle Calhoun, Principal Northwood Elementary

(Principal's Signature)

Name of Superintendent* Mr. Jack Owens

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Berryessa Union School District

Tel. (408) 923-1800

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date _____ (Superintendent's Signature)

Name of School Board

President/Chairperson

Ms. Francine Davis

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 10 Elementary schools
 3 Middle schools
 0 Junior high schools
 0 High schools
 ___ Other (Briefly explain)
 13 TOTAL

2. District Per Pupil Expenditure: \$6383
 Average State Per Pupil Expenditure: \$6444

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- ☐ Urban or large central city
☒ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural
4. 6 mons Number of years the principal has been in her/his position at this school.
3 years If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	38	31	69	7			
1	34	42	76	8			
2	42	33	75	9			
3	29	31	60	10			
4	30	32	62	11			
5	31	33	64	12			
6				Other	39	21	60
TOTAL STUDENTS IN THE APPLYING SCHOOL →							466

6. Racial/ethnic composition of the students in the school:
- 8.5% White
4.4% Black or African American
24.3% Hispanic or Latino
62.6% Asian/Pacific Islander
0.2% American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 8.9%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	13
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	25
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	38
(4)	Total number of students in the school as of October 1	427
(5)	Subtotal in row (3) divided by total in row (4)	.08899
(6)	Amount in row (5) multiplied by 100	8.899%

8. Limited English Proficient students in the school: 39%
164 Total Number Limited English Proficient
 Number of languages represented: 19
 Specify languages: English, Spanish, Vietnamese, Cantonese, Tagalog, Filipino Other, Mandrin, Other Chinese, Burmese, Farsi, French, Hindi, Iiocano, Punjabi, Samoan, Thai, Gujarati, Tigrinya

9. Students eligible for free/reduced-priced meals: 44.7%

191 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7.3%
31 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>15</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>25</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>21</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>1</u>
Paraprofessionals	<u>7</u>	<u>2</u>
Support staff	<u>1</u>	<u>9</u>
Total number	<u>32</u>	<u>12</u>

12. Average school student-“classroom teacher” ratio: 20:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.86%	96.82%	96.78%	96.83%	96.83%
Daily teacher attendance	1.60%	<u>2.52%</u>	*	*	*
Teacher turnover rate	0.0%	<u>.30%</u>	<u>.12%</u>	<u>.16%</u>	<u>.06%</u>

- not available

PART III: SUMMARY

We are the Northwood Bears and we couldn't be prouder...in case you didn't hear us, we're going to say it a little louder!

If you ever find yourself at our Northwood Elementary School assembly on a Friday morning this is what you'll hear, and it couldn't be truer! We are all proud of Northwood! Who wouldn't be? We are a caring and committed community school with a partnership of "passionate for quality children's education" staff, parent, student, and community involvement. Even though 44% of our children are Title 1, qualify for the free and reduced lunch program and are considered "disadvantaged," all staff works hard at Northwood to give each child individually what is needed to make him academically and socially successful.

Northwood is an urban school containing 466 pre-K through 5th grade students. Built in 1965, Northwood is located in a culturally, linguistically, and socio-economically diverse neighborhood consisting of apartments, condominiums, townhouses, businesses, parks, and new and old residential homes. Over time our school population has changed to become approximately 62% Asian and 24% Hispanic. Nineteen different languages are now spoken by children attending Northwood. Thirty nine percent of our children are English language learners. Seven percent of our students qualify for special education services. Northwood's campus includes not only our regular education Kindergarten through Fifth grade classrooms, but also a State Pre-school, a Federal Pre-school, several autistic classrooms, and a Child Development Center. Because our population is so diverse and includes so many early childhood and special education programs, our students develop an appreciation and respect for children of all abilities and backgrounds.

Northwood's principal and staff are a dedicated mix of both veteran and new teachers who collaborate weekly and give Northwood a feeling of being at "home." You will daily see teachers and staff actively engaged in conversation and problem solving with students of all ages and with their parents, making our school feel like an extended family. Staff development takes place monthly where the latest research is reviewed for the best and most comprehensive teaching strategies, and student work samples are studied to improve our standards-based curriculum.

Northwood has been totally renovated over the last three years, sparkles with new white and turquoise paint, and has Internet accessible computers in every classroom. All Northwood staff communicates through district e-mail, has access to the Berryessa Union School District student data information system (SASI), and has instant Internet accessibility through their individual classroom computers.

The Berryessa Union School District Northwood mission statement is published each month in the *Northwood Times*, is part of our school site council minutes, and is reviewed annually by all Northwood Staff. Everyone at Northwood works to "ensure that all students have the skills necessary to reach high levels of academic achievement, respect self and others, and become life long learners." At Northwood Elementary, we believe that every child has the right to a challenging and rewarding standards-based education in a nurturing and safe environment that prepares children for a positive future role in society. The focus of our staff and community is to provide a diversified, comprehensive, and integrated curriculum using the California Standards as our guide along with state approved standards-based textbooks. We seek to empower students through enhanced learning experiences and through positive and lasting relationships.

PART IV: INDICATORS OF ACADEMIC SUCCESS

1.The Meaning of Northwood’s Assessment Results in Language Arts and Mathematics.

Every year in May, California assesses all public school children in grades 2 through 11 for academic progress as part of the Standardized Testing and Reporting (STAR) Program. The STAR program consists of a series of criterion-based tests called California Standards Tests (CST), and norm referenced tests, which recently changed from the Stanford 9 norm-referenced achievement test to the California Achievement Tests, 6th edition (CAT6). On the whole comparisons between the CAT/6 results and the Stanford 9 are difficult because of different structure, content emphasis, and difficulty levels. However, it is appropriate to compare CAT/6 and SAT 9 results by the percentage of students scoring above the 50th percentile. The state of California has established an accountability system called the Academic Performance Indicator (API). The API is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, California has set 800 as the API score that schools should strive to meet. Northwood’s 2003 API was 803.

In 2003, California began to align its expectations on the API with the expectations of *No Child Left Behind (NCLB)* legislation, resulting in a new scoring system called the Adequate Yearly Progress (AYP). The AYP is a new federal mandate for all Title 1 schools and districts that receive federal money. 2003 AYP expectations were: an API of 560 or higher for all California Schools, 13.6% elementary students proficient or above on state standards test in all subgroups for English language arts, and 16.0% elementary students proficient or above on state standards tests in mathematics. NCLB mandates that all students in all grades meet the state achievement standards for English language arts and mathematics by 2014 and that all schools and districts demonstrate AYP toward achieving that goal.

Northwood has been selected to apply for Blue Ribbon status because it has made noteworthy progress each year in its API scores, both school wide and in its significant subgroups. The data to support this is displayed in tables at the end of this narrative, but a beginning basis for judging Northwood’s progress can be extrapolated from our school’s continually increasing API scores: 1999: **695** API; 2000: **735** API (growth 40 points); 2001: **776** (growth 41 points); 2002: **787** (growth 20 points) API; 2003: **803** API (growth 34 points). More important than Northwood’s progress school wide in both language arts and mathematics each year, has been Northwood’s API progress in all significant subgroups 2001 to 2003: Asian (**800-859**); Hispanic (**598-721**), and economically disadvantaged (**646-749**).

The reason Northwood “couldn’t be prouder” of this evidence of progression towards excellence is because we have a system in place that we can show is successful in bringing up students’ academic testing scores significantly. The reason for our success in bringing up our test scores is that all of our teachers look carefully at their whole class at the beginning of each school year and analyze each individual student’s API data. All Northwood students scoring below the 30th percentile in any area of testing are immediately put into support tutoring and supplemental programs. This immediate intervention, combined with good teaching practices, adherence to standards based instruction, and honest collegiality are the reasons why Northwood continues to progress in all assessment fronts, even with its 44% economically disadvantaged population and its high number of English Language learners.

PART IV: INDICATORS OF ACADEMIC SUCCESS

2. How Northwood Uses Assessment Data to Understand and Improve Student and School Performance.

Northwood builds its single school plan around four goals: 1) student achievement; 2) community involvement; 3) staff development/continuous improvement, and 4) communication. Accurate assessment data is the measuring device that Northwood uses to monitor successful progress towards all four goals.

Student assessment data is reviewed and evaluated at both Northwood School and the Berryessa Union School District office. *School City* and *Lighthouse* software programs allow STAR testing results and school demographics to be disaggregated in many different ways. All teachers can review on their own classroom computer at any time their individual class and student data. *Lighthouse* allows the principal to disaggregate the results of different subgroups to spot weaknesses, strengths, and trends. As a Title 1 school, Northwood uses the data from STAR and the API/AYP to target extra support services to those students performing below the 25th percentile.

Northwood staff dedicates the first few days of the school year to developing a comprehensive class and individual student profile for each individual class for the current year. Third through fifth grade teachers are given current data for every student in their class including CELDT scores, API results, CAT 6 and California Standards Tests results. Student profile sheets are developed and students are ranked according to language arts, reading, and math scores. Special programs and English language levels are also included in each student's profile. First and second grade teachers review each current student's last year results on the Berryessa Union School District (BUSD) K-3 Literacy Assessment. Teachers and staff continue to chart student progress towards grade level standards throughout the school year by using curriculum based criterion-referenced assessments that coincide with our California approved textbook curriculum. K-3 literacy testing takes place both in the fall and in the spring to track reading progress.

3. How Northwood communicates student performance, including assessment data to parents, students, and the community.

Northwood school staff communicates student assessment results and progress towards achieving standards to parents in several ways. Teachers send home letters in October advising those parents whose children are scoring below the 30th percentile that Northwood strongly urges their child to participate in specified support programs. Parent conferences are held the entire month of November and again in March. Teachers communicate standards, academic activities, and special projects via class newsletters. Primary language tutors are available as needed for translation of documents or in meetings. Standard based report cards with specific comments are sent home three times a year. Northwood has representatives on School Site Council, ELAC, Berryessa District Advisory Committee (BDAC), GATE, and Title 1 Family Literacy Nights. All these meetings are used to focus issues of curriculum and assessment towards specific parent groups and their needs. Northwood has a well-developed student study team process (SST) and a standing SST committee. This committee works with parents and support staff to find solutions for continuing student academic failure. Student study team meetings and individual parent conferences are held several times during the year for students in danger of retention. Northwood whole school progress, API and STAR

testing data, is available on our Northwood Elementary School web page and is published annually through our School Accountability Report Card.

PART IV: INDICATORS OF ACADEMIC SUCCESS

4. How Northwood Will Share Its Successes With Other Schools.

Northwood works in tight collaboration within a school family in Berryessa. This school family consists of three elementary schools and one middle school. Programs that are working within one school are discussed and implemented in the other schools in the family. Collaboration between schools in a family takes place on a monthly basis. Sharing resources and staff development opportunities is very much the norm especially in our tight economy. Programs that work are then presented to the Berryessa Union School District superintendent in a proposal for greater school implementation.

Northwood has been active this year in collaborating with schools in two other districts to define the “scope and sequence” of our mutual writing program, *Step Up to Writing*. Our mutual cross-district goal is a fully implemented standards-based writing program sequenced kindergarten through high school. Northwood will also be acting in collaboration with Noble School, another Berryessa elementary school, to prove a full day of training in March 2003 for all Berryessa school staff in this same program.

Northwood is part of the Santa Clara County Office of Education (SCCOE). Because of the greater resources of this county office, many staff development projects take place in collaboration with SCCOE. Santa Clara County Office of Education in turn represents and provides staff development for all the school districts in Santa Clara.

San Jose State University collaborates with Berryessa to train teachers and administrators, and often asks school administrators to present best practices and successful programs within their school to students in the education program. Other institutions of higher learning located in the Silicon Valley also send student teachers and their mentors to Berryessa for student teaching experience. New teachers are then calculated into Northwood’s higher standard of teacher excellence and student monitoring and carry with them this experience. In concert, The *Silicon Valley New Teacher Project* works in conjunction with Northwood and the Berryessa Union School District to train all first and second year teachers in best practices and continuously works collaboratively with the Northwood principal to foster excellence in our teachers.

PART V: CURRICULUM AND INSTRUCTION

1. Northwood's Curriculum

Northwood's curriculum is completely standards based and California State adopted. Northwood teachers use standards-based, district selected curriculum for presenting lessons. Curriculum is aligned to local and state standards through BUSD selected, standards based textbooks, grade level meetings, teacher observations, lesson plan monitoring, monthly writing prompts, and most important the Berryessa standards-based report card.

The Berryessa Union School District's adopted curriculum is *Houghton Mifflin, A Legacy of Literacy K-6*; *Harcourt Math K-6* (2001); *Houghton Mifflin, 2000 Discovery Works for Science* (2001); and *Harcourt Brace Social Studies* (C2000). This curriculum begins in kindergarten and continues through fifth grade. Teachers are encouraged to fully implement all parts of this curriculum including accessing the Houghton Mifflin web site for new ideas and more support materials. Teachers deepen instruction through use of differentiated activities supplied by the publisher and explained in each teacher's manual. Teachers also continue to be trained in workshops and in-services specific to Houghton Mifflin and Harcourt. Northwood teachers meet monthly in grade level meetings (K-1, 2-3, and 4-5) to discuss curriculum, share ideas, and coordinate delivery. Northwood does some curriculum mapping, but relies on these monthly meetings and its standards-based report card to realign pacing as necessary.

Writing prompts are given monthly by grade level and analyzed across the school in October, January, and March using the 6-point rubrics developed for individual grade levels in *Six Traits of Writing*. This school year, all teachers have also been trained in *Step Up to Writing* and are beginning to use strategies for teaching writing as developed through this program. *Step Up to Writing* kindergarten through fifth grade provides a continuity of language and concepts of writing, combined with, and broadened by *A Legacy of Literacy* (k-5). After and before school supplemental programs at Northwood use *Open Court* (K-3) and *Breaking the Code* (4-8) to support students at risk of falling behind in regular curriculum and who test below the 25th percentile in reading.

Art is addressed in each individual classroom setting and school wide through assemblies and poster contests. Art projects are part of the Houghton Mifflin standards-based curriculum adopted by the Berryessa School District. This year Jon Pearson, winner of the Professional Artists in Schools Award 2001, was brought to Northwood to do a series of assemblies showing children how they can use drawing to picture, sequence, and evaluate what they read. Students also learned how to use drawing to learn math facts and picture story problems. Mr. Pearson then gave a presentation in the evening to Northwood parents.

2. Northwood's Reading Curriculum.

Reading skills are taught sequentially and continually reinforced kindergarten through fifth grade using state adopted curriculum materials, Houghton Mifflin, *A Legacy of Literacy*; however, Northwood does not foster literacy simply through correct use of a standards-based reading curriculum. English Language Arts assessment data is used to implement specific changes in Northwood's instructional practices and to differentiate instruction. Every single child who scores below the 25th percentile in reading is placed in a literacy supplemental program such as Homework Club tutorial; Title I reading tutor support; ELL Primary Reading Tutor program; *Read Naturally* reading program;

Thursday After School Reading Strategy Centers; and supplemental *Open Court* and *Breaking the Code* reading programs offered before school and after school for four hours weekly.

Our Northwood teachers will proudly tell you that in 1995, they decided as a staff to focus on student literacy and to collaborate by scaffolding those students who were not learning to read. Northwood staff agreed that without the ability to read well, students could not continue to be academically successful. As a result of this focus on literacy, Northwood's staff development for two years was specific to literacy. During 1995-1996, five Northwood teachers attended a year-long training at the Santa Clara County Office of Education (SCCOE). One of the requirements of this training was for the trainees to have an ongoing dialogue with their peers and share information on "good first teaching." In training classes, teachers discussed the following: organizing and managing a child-centered classroom, sharing availability of appropriate reading materials for the classroom, guided reading, setting up meaningful centers, running records and analysis and information gained from it, decoding and spelling fluency, and so forth. Northwood paraprofessionals were also trained as reading tutors, and teachers agreed to identify all struggling readers and assign them to individual reading tutors for support. A standards based classroom, combined with this support focus, has continued to contribute to Northwood's success in maintaining student academic progress and allowed Northwood School to reach 803 API in 2003.

3. Northwood's Second Step Curriculum.

On a weekly basis, Northwood delivers social skills lessons appropriate to each grade level through the BUSD approved *Second Step* social skills curriculum. This curriculum will be further augmented in 2004 with the addition of CREST, *Conflict Resolution Essentials for School Transformation*, a conflict resolution program developed by the Santa Clara County Office of Human Relations. The entire Northwood school community has been educated in the "peaceful resolution of conflict using effective conflict /resolution skills in order to prevent violence and enhance school and family involvement." Teachers were trained in January 2004, and student conflict managers started training in March 2004. CREST, in conjunction with *Second Step*, will provide Northwood's children with the social skills training, drug, alcohol, and gang awareness training, appropriate at each developmental level. This curriculum is providing Northwood's children with the social skills and responsibility necessary to resolve conflict peacefully, well before their middle and high school years. Northwood staff uses good social skills modeling and this specific social skills curriculum to help compensate for issues that arise in our Title 1 School as the result of impoverishment in the community.

Northwood continues to provide curriculum and support in all areas of its mission statement: "Northwood will ensure that all students have skills necessary to reach high levels of academic achievement, respect self and others, and become lifelong learners."

4. Different Instructional Methods Northwood Uses to Improve Student Learning.

Berryessa has a standards based report card for all students and an EL language acquisition report card for CELDT tested 1 and 2 students. These report cards are completed every trimester. Teacher parent conferences are held the entire month of November specifically to allow Northwood teachers the extended opportunity to explain

these grade level standards and their accompanying rubrics to parents who may be expecting traditional A to F grading.

Northwood teachers collaborate to pace standards delivery and design curriculum for grade level instruction. Lessons are placed in standards based themed units when appropriate and may be taught in collaboration with other grade level classes. Northwood teachers differentiate instruction based on student needs indicated by textbook criterion referenced tests, literacy tests, and yearly STAR test results available and disaggregated via Lighthouse and *School City* software. Many differentiated teaching strategies come from the teacher's editions of our standards based textbooks and publisher's web sites of the BUSD approved curriculum. Student Study Teams help strategize solutions for students at risk of failing and unable to succeed without intervention. CELDT testing provides the data necessary to find and to provide extra support services to all EL 1, 2, and 3 students. Northwood also provides extensive supplemental instruction and literacy tutoring before, after, and during school for students falling below the 25th percentile in STAR testing in math or reading. Students may also be considered for supplemental instruction with teacher recommendation. Technology and library media resources are considered a crucial supplemental element to student success and for fostering life long learning. Northwood uses the BUSD technology goals to teach the technology skills necessary at each grade level.

5. Northwood's Professional Development Program and its Impact on Improving Student Achievement.

Professional development is a high priority for Northwood teachers, is cited in the school plan, and is reflected in the organization of Northwood's staff meetings. Curriculum is a focus at every staff meeting. Every Thursday is a shortened day schedule with students leaving campus at 1:00 p.m. Teachers and staff then assemble either for a full staff meeting, grade level meeting, leadership meeting, prep, or for staff development. Staff work to develop collaborative and effective models for teaching using the Berryessa District adopted curriculum. Because of the number of support materials tied to each area of curriculum and the introduction of new CAT 6 testing in Science and Social Studies, teachers have also been attending curriculum familiarization workshops at the Berryessa School District and Santa Clara County Office of Education. Teachers also work together in department meetings to coordinate and map curriculum scope and sequence and to score writing samples using agreed upon rubrics.

In order to conserve funds, Northwood collaborates and shares staff development with other Berryessa schools. The focus is on aligning curriculum with grade level standards, effective differentiated instruction, and assessment. Teacher trainers are used to disseminate trainings through the schools. On district wide staff development days, teachers are encouraged to submit plans for offering their own workshops. Teachers selected to present workshops are given a stipend for sharing their knowledge with other teachers. Northwood teachers are encouraged to attend other local workshops and conferences focusing on literacy, math, and teaching special populations such as autistic children, ELL, and GATE. As needed, workshop funds are utilized from the appropriate Northwood budgets to allow teachers the opportunities to attend conferences pertinent to their grade level curriculum and student needs.

Part VI. ASSESSMENT RESULTS

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested.

Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English Language Arts									
Proficient or Advanced	39	40	47	38	40	44	30	32	36
Not Tested	6	2	1	5	5	1	6	8	1
Mathematics									
Proficient or Advanced		51	62		42	49		31	35
Not Tested		1	1		2	1		10	4
Science									
Proficient or Advanced						0		30	28
Not Tested			100			99		57	84
History/Social Science									
Proficient or Advanced						37		28	29
Not Tested			100			84		11	73

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested.

Performance Level	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English Language Arts							
Proficient or Advanced	45			50	29		52
Not Tested	0			3	0		0
Mathematics							
Proficient or Advanced	45		78	66	40		56
Not Tested	0		1	3	0		0
Science							
Proficient or Advanced							
Not Tested	100		100	100	100		100
History/Social Science							
Proficient or Advanced							
Not Tested	100		100	100	100		100

CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested.

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English Language Arts								
Proficient or Advanced	45	49	71	69	43		49	
Not Tested	1	1	0	0	1		1	
Mathematics								
Proficient or Advanced	63	61	83	79	59		64	
Not Tested	1	1	0	0	1		1	

Science								
Proficient or Advanced								
Not Tested	100	100	100	100	100		100	
History/Social Science								
Proficient or Advanced								
Not Tested	100	100	100	100	100		100	

Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	59	55	51	57	58	49	44	45	44
Mathematics	71	78	67	66	70	63	53	55	51

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading			54	58	36		68
Mathematics	45			76	79	51	

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	49	53	71	77	46		53	
Mathematics	70	64	86	82	64		69	

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested	100	96	100	Percent Tested	96	100	99
API Base Score	735	767	769	API Growth Score	776	787	803
Growth Target	3	2	2	Actual Growth	41	20	34
Statewide Rank	7	8	8				
Similar Schools Rank	3	3	5				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score	800	821	818	API Growth Score	834	831	859
Growth Target	#	A	A	Actual Growth	34	10	41
Filipino				Filipino			
API Base Score				API Growth Score			833
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	598	686	661	API Growth Score	697	684	721
Growth Target	2	2	2	Actual Growth	99	-2	60
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	726	774		API Growth Score	784		
Growth Target	2	2		Actual Growth	58		

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
API Base Score	646	724	725	API Growth Score	731	751	749
Growth Target	2	2	2	Actual Growth	85	27	24

STAR
 California Standards Test Results for: Northwood Elementary School
 State Criterion Referenced : English Language Arts
 Grade: 2
 Edition:1996
 Publisher:Harcourt
 Test:CST

Grade 2

ENGLISH LANGUAGE ARTS TEST (CST)	2003	2002	2001
Testing Month	April-May	April-May	April-May
SCHOOL SCORES (mean scaled)	355.4	344.5	
% At or Above Basic	85%	75%	81%
% At or Above Proficient	55%	43%	43%
% Advanced	20%	24%	15%
Number of Students Tested	60	63	60
Percent of total students tested	97%	98%	90%
Number of Students Excluded	0	0	0
Percent of Students Excluded	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged (mean scaled)	354.6	331.2*	
% At or Above Basic	81%	70%	72%
% At or Above Proficient	51%	30%	29%
% Advanced	21%	10%	0
Number of Students Tested	33	20	14
2. Asian (mean scaled)	368.2	369.4*	
% At or Above Basic	96%	81%	91%
% At or Above Proficient	52%	67%	50%
% Advanced	36%	40%	18%
Number of Students Tested	25	27	22
3. Hispanic (mean scaled)	338.9	321.1*	
% At or Above Basic	80%	69%	50%
% At or Above Proficient	67%	23%	0
% Advanced	40%	0	0
Number of Students Tested	15	13	12
STATE SCORES			
% At or Above Basic	68%	63%	61%
% At or Above Proficient	36%	32%	32%
% Advanced	12%	9%	10%
* not available			

STAR
 California Standards Test Results for: Northwood Elementary School
 State Criterion Referenced English Language Arts
 Grade: 3
 Edition:1996
 Publisher:Harcourt
 Test:CST

Grade 3			
ENGLISH LANGUAGE ARTS (CST)	2003	2002	2001
Testing Month	April-May	April-May	April-May
SCHOOL SCORES mean scale			
% At or Above Basic	69%	68%	78%
% At or Above Proficient	39%	28%	39%
% Advanced	16%	10%	6%
Number of Students Tested	70	62	54
Percent of total students tested	100%	95%	90%
Number of Students Excluded	0	0	0
Percent of Students Excluded	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged mean scaled	306.2	306.7	*
% At or Above Basic	52%	48%	67%
% At or Above Proficient	20%	19%	28%
% Advanced	4%	5%	6%
Number of Students Tested	25	21	18
2. Asian mean scale	368	332.3	*
% At or Above Basic	83%	73%	74%
% At or Above Proficient	53%	35%	33%
% Advanced	33%	11%	7%
Number of Students Tested	30	26	27
3. Hispanic mean scale	308.3	288.9	*
% At or Above Basic	67%	50%	43%
% At or Above Proficient	23%	0	17%
% Advanced	8%	0	0
Number of Students Tested	13	11	12
STATE SCORES			
% At or Above Basic	63%	62%	59%
% At or Above Proficient	33%	34%	30%
% Advanced	10%	11%	9%

*not available

STAR
California Standards Test Results for: Northwood Elementary School
State Criterion Referenced English Language Arts
Grade: 4
Edition:1996
Publisher:Harcourt
Test:CST

Grade 4

ENGLISH LANGUAGE ARTS (CST)	2003	2002	2001
Testing Month	April-May	April-May	April-May
SCHOOL SCORES mean score	349.3	352.5	*
% At or Above Basic	86%	87%	75%
% At or Above Proficient	43%	53%	35%
% Advanced	15%	19%	3%
Number of Students Tested	68	53	60
Percent of total students tested	100%	95%	87%
Number of Students Excluded	0	0	0
Percent of Students Excluded	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged	330.9	348.6	*
% At or Above Basic	71%	81%	62%
% At or Above Proficient	23%	43%	19%
% Advanced	10%	29%	0%
Number of Students Tested	31	21	21
2. Asian mean score	360	357.4	*
% At or Above Basic	92%	89%	83%
% At or Above Proficient	56%	57%	42%
% Advanced	20%	19%	4%
Number of Students Tested	25	28	25
3. Hispanic mean score	329.3	319.7	*
% At or Above Basic	81%	75%	60%
% At or Above Proficient	19%	17%	20%
% Advanced	0	0	0
Number of Students Tested	16	12	10
STATE SCORES			
% At or Above Basic	74%	71%	66%
% At or Above Proficient	39%	36%	33%
% Advanced	15%	14%	11%
* not available			

STAR
California Standards Test Results for: Northwood Elementary School
State Criterion Referenced English Language Arts
Grade: 5
Edition: 1996
Publisher: Harcourt
Test: CST

Grade 5

ENGLISH LANGUAGE ARTS (CST)	2003	2002	2001		
Testing Month	April-May	April-May	April-May		
SCHOOL SCORES mean score	343.4	335.2	*		
% At or Above Basic	88%	82%	85%		
% At or Above Proficient	44%	40%	41%		
% Advanced	5%	7%	7%		
Number of Students Tested	57	60	71		
Percent of total students tested	98%	97%	95%		
Number of Students Excluded	0	0	0		
Percent of Students Excluded	0	0	0		
SUBGROUP SCORES					
1. Economically Disadvantaged mean scaled	341.8	325.6	*		
% At or Above Basic	88%	77%	82%		
% At or Above Proficient	32%	27%	35%		
% Advanced	8%	0	6%		
Number of Students Tested	25	22	17		
2. Asian mean score	343.7	343.1	*		
% At or Above Basic	90%	88%	84%		
% At or Above Proficient	47%	50%	60		
% Advanced	0	8	12		
Number of Students Tested	30	26	25		
3. Hispanic mean score	336.5	*	*		
% At or Above Basic	92%	78%	67%		
% At or Above Proficient	25%	33%	11%		
% Advanced	0	0	0		
Number of Students Tested	12	10	9		
STATE SCORES					
% At or Above Basic	72%	71%	66%		
% At or Above Proficient	36%	31%	28%		
% Advanced	10%	9%	7%		
* not available					

STAR
 California Standards Test (CST) Results for: Northwood Elementary School
 State Criterion Referenced Mathematics
 Grade:2
 Edition:1996
 Publisher:Harcourt
 Test:CST
 Exclusions:0
 Grade 2

MATHEMATICS (CST)	2003	2002	
Testing Month	April-May	April-May	
SCHOOL SCORES (mean scaled)	385.4	389.5	
% At or Above Basic	92%	95%	
% At or Above Proficient	70%	70%	
% Advanced	32%	33%	
Number of Students Tested	60	63	
Percent of total students tested	97%	98	
Number of Students Excluded	0	0	
Percent of Students Excluded	0	0	
SUBGROUP SCORES			
1. Economically Disadvantaged (mean scaled)	390.8	385.9	
% At or Above Basic	93%	100%	
% At or Above Proficient	75%	70%	
% Advanced	27%	25%	
Number of Students Tested	33	20	
2. Asian mean score	403.2	415.4	
% At or Above Basic	96%	96%	
% At or Above Proficient	76%	81%	
% Advanced	46%	48%	
Number of Students Tested	25	27	
3. Hispanic mean score	355.8	388.5	
% At or Above Basic	81%	100%	
% At or Above Proficient	60%	85%	
% Advanced	13%	23%	
Number of Students Tested	15	13	
STATE SCORES mean score	356.7	342.7	
% At or Above Basic	76%	68%	
% At or Above Proficient	53%	43%	
% Advanced	24%	16%	

STAR

California Standards Test (CST) Results for: Northwood Elementary School

State Criterion Referenced Mathematics

Grade: 3

Edition: 1996

Publisher: Harcourt

Test: CST

Exclusions:0

Grade 3

CST MATHEMATICS	2003	2002
Testing Month	April-May	April-May
SCHOOL SCORES mean scaled	355.1	335.9
% At or Above Basic	78%	68%
% At or Above Proficient	52%	35%
% Advanced	26%	10%
Number of Students Tested	70	63
Percent of total students tested	100%	97%
Number of Students Excluded	0	0
Percent of Students Excluded	0	0
SUBGROUP SCORES		
1. Economically Disadvantaged	302.1	311.5
% At or Above Basic	44%	43%
% At or Above Proficient	16%	19%
% Advanced	4%	5%
Number of Students Tested	25	21
2. Asian mean scored	388.3	358.5
% At or Above Basic	90%	84%
% At or Above Proficient	73%	46%
% Advanced	47%	15%
Number of Students Tested	30	26
3. Hispanic mean scored	329.7	291
% At or Above Basic	53%	46%
% At or Above Proficient	31%	8%
% Advanced	8%	0
Number of Students Tested	13	12
STATE SCORES	344.3	331.6
% At or Above Basic	71%	65%
% At or Above Proficient	46%	38%
% Advanced	19%	12%

STAR
 California Standards Test (CST) Results for: Northwood Elementary School
 State Criterion Referenced Mathematics
 Grade: 4
 Edition: 1996
 Publisher: Harcourt
 Test: CST
 Exclusions:0

Grade 4

CST MATHEMATICS	2003	2002
Testing Month	April-May	April-May
SCHOOL SCORES mean score	362.9	358.7
% At or Above Basic	83%	86%
% At or Above Proficient	61%	60%
% Advanced	28%	19%
Number of Students Tested	68	54
Percent of total students tested	100%	96%
Number of Students Excluded	0	0
Percent of Students Excluded	0	0
SUBGROUP SCORES		
1. Economically Disadvantaged mean score	340.9	343.7
% At or Above Basic	74%	81%
% At or Above Proficient	42%	52%
% Advanced	16%	14%
Number of Students Tested	31	21
2. Asian mean score	392.8	371
% At or Above Basic	100%	89%
% At or Above Proficient	88%	68%
% Advanced	44%	22%
Number of Students Tested	25	28
3. Hispanic mean score	325.2	314.4
% At or Above Basic	63%	67%
% At or Above Proficient	38%	17%
% Advanced	6%	0
Number of Students Tested	16	12
STATE SCORES	343.6	332.4
% At or Above Basic	72%	67%
% At or Above Proficient	45%	37%
% Advanced	18%	13%

STAR
 California Standards Test (CST) Results for: Northwood Elementary School
 State Criterion Referenced Mathematics
 Grade: 5
 Edition: 1996
 Publisher: Harcourt
 Test: CST
 Exclusions:0
 Grade 5

CST MATHEMATICS	2003	2002
Testing Month	April-May	April-May
SCHOOL SCORES mean score	384.1	345.1
% At or Above Basic	91%	81%
% At or Above Proficient	61%	41%
% Advanced	25%	6%
Number of Students Tested	56	62
Percent of total students tested	97%	100%
Number of Students Excluded	0	0
Percent of Students Excluded	0	0
SUBGROUP SCORES		
1. Economically Disadvantaged mean score	370.5	335.9
% At or Above Basic	92%	75%
% At or Above Proficient	52%	33%
% Advanced	20%	4%
Number of Students Tested	25	24
2. Asian mean score	401.1	370.4
% At or Above Basic	96%	96%
% At or Above Proficient	70%	62%
% Advanced	30%	7.69%
Number of Students Tested	30	26
3. Hispanic mean score	333.3	313.4
% At or Above Basic	92%	80%
% At or Above Proficient	25%	18%
% Advanced	0	0
Number of Students Tested	12	11
STATE SCORES mean score	332.1	322.5
% At or Above Basic	61%	59%
% At or Above Proficient	35%	29%
% Advanced	10%	7%

NORTHWOOD ELEMENTARY
 Total Math: SAT
 Referenced Against National Norms
 Grade: 2
 Edition: 9/Form T/1996
 Publisher: Harcourt Brace
 Score Reported: %iles

GRADE 2			
STANFORD ACHIEVEMENT TEST	9TH EDITION		
SAT 9 Total Math	2001	2000	1999
Testing Month	April/May	April/May	April/May
SCHOOL SCORES NPR	81	74	58
SCHOOL SCORES (mean scaled)	610.4	597.6	580.8
Number of students tested	62	56	64
Percent of total students tested	92%	96%	95%
Number of student excluded	0	0	0
Percent of students excluded	0	0	0
% Scoring above 75th NPR	60%	43%	28%
%Scoring at or above 50th NPR	82%	71%	58%
% Scoring above 25th NPR	94%	95%	86%
SUBGROUP SCORES			
Economically Disadvantaged (mean scaled)	604.4	597.6	558.8
% Scoring above 75th NPR	50%	43%	15%
%Scoring at or above 50th NPR	86%	71%	36%
% Scoring above 25th NPR	93%	95%	61%
Asian (mean scores)	623.5	600.9	602.2
% Scoring above 75th NPR	74%	42%	48%
%Scoring at or above 50th NPR	91%	81%	83%
% Scoring above 25th NPR	99%	96%	96%
Hispanic (mean scores)	604.2	572.4	569.5
% Scoring above 75th NPR	50%	15%	9%
%Scoring at or above 50th NPR	79%	38%	64%
% Scoring above 25th NPR	86%	85%	82%
State Summary Report			
% Scoring above 75th NPR	34%	33%	27%
%scoring above 50th NPR	58%	57%	49%
% scoring above 25th NPR	79%	77%	71%

NORTHWOOD ELEMENTARY
 Total Math: SAT
 Referenced Against National Norms
 Grade: 3
 Edition: 9/Form T/1996
 Publisher: Harcourt Brace
 Score Reported: %iles

GRADE 3			
Stanford Achievement Test	9th Edition		
SAT 9 Total Math	2001	2000	1999
Testing Month	April/May	April/May	April/May
SCHOOL SCORES NPR	72	63	56
School Scores (mean scaled)	624.9	612.6	605.2
Number of students tested	57	60	83
Percent of total students tested	95%	97%	87%
Number of student excluded	0	0	0
Percent of students excluded	0	0	0
% scoring above 75th NPR	44%	23%	23%
% scoring above 50th NPR	81%	63%	57%
%scoring above 25th NPR	91%	87%	75%
SUBGROUP SCORES			
Economically Disadvantaged (mean scaled)	610.6	612.6	583.8
% scoring above 75th NPR	25%	23%	12%
% scoring above 50th NPR	65%	63%	33%
%scoring above 25th NPR	85%	87%	59%
Asian(mean scaled)	627.1	639.3	619.3
% scoring above 75th NPR	50%	56%	32%
% scoring above 50th NPR	89%	78%	76%
%scoring above 25th NPR	89%	99%	84%
Hispanic(mean scaled)	603.1	592.9	581.8
% scoring above 75th NPR	8%	7%	7%
% scoring above 50th NPR	54%	50%	29%
%scoring above 25th NPR	99%	71%	50%
State Summary Report			
% Scoring above 75th NPR	34%	31%	24%
%scoring above 50th NPR	59%	56%	48%
% scoring above 25th NPR	80%	77%	71%

NORTHWOOD ELEMENTARY
 Total Math: SAT
 Referenced Against National Norms
 Grade: 4
 Edition: 9/Form T/1996
 Publisher: Harcourt Brace
 Score Reported: %iles

Grade 4			
STANFORD ACHIEVEMENT TEST	9TH EDITION		
SAT 9 Total Math	2001	2000	1999
Testing Month	April/May	April/May	April/May
SCHOOL SCORES NPR	62	62	44
SCHOOL SCORES(mean scaled)	637	637.1	620
Number of students tested	62	62	68
Percent of total students tested	90%	90%	91%
Number of student excluded	0	0	0
Percent of students excluded	0	0	0
% scoring above 75% NPR	31%	31%	25%
% scoring at or above 50th NPR	61%	61%	40%
% scoring above 25th NPR	87%	87%	63%
SUBGROUP SCORES			
Economically Disadvantaged (mean scaled)	627.5	610.4	604.1
% scoring above 75% NPR	14%	16%	11%
% scoring at or above 50th NPR	52%	42%	28%
% scoring above 25th NPR	81%	58%	53%
Asian (mean scaled)	656.9	650.2	636.1
% scoring above 75% NPR	54%	50%	36%
% scoring at or above 50th NPR	92%	77%	56%
% scoring above 25th NPR	96%	88%	76%
Hispanic (mean scaled)	621.9	610.9	573.1
% scoring above 75% NPR	10%	18%	0
% scoring at or above 50th NPR	60%	36%	0
% scoring above 25th NPR	80%	55%	20%
State Summary Report			
% Scoring above 75th NPR	32%	29%	23%
%scoring above 50th NPR	54%	51%	44%
% scoring above 25th NPR	75%	73%	66%

NORTHWOOD ELEMENTARY
 Total Math: SAT
 Referenced Against National Norms
 Grade: 5
 Edition: 9/Form T/1996
 Publisher: Harcourt Brace
 Score Reported: %iles

GRADE 5			
STANFORD ACHIEVEMENT TEST	9TH EDITION		
SAT Total Math	2001	2000	1999
Testing Month	April/May	April/May	April/May
SCHOOL SCORES NPR	72	72	68
SCHOOL SCORES (mean scaled)	670.3	665.4	666.5
Number of students tested	71	61	60
Percent of total students tested	95%	95%	92%
Number of student excluded	0	0	0
Percent of students excluded	0	0	0
% scoring at or above 75%	42%	34%	22
%scoring at or above 50th%	63%	58%	45
% scoring at or above 25th %	85%	82%	65
SUBGROUP SCORES			
Economically Disadvantaged(mean scaled)	664.6	647.7	627.7
% scoring at or above 75%	29%	17%	10%
%scoring at or above 50th%	76%	44%	29%
% scoring at or above 25th %	82%	67%	51%
Asian (mean scaled)	689.1	689.1	692
% scoring at or above 75%	69%	69%	57%
%scoring at or above 50th%	81%	81%	86%
% scoring at or above 25th %	85%	85%	99%
Hispanic (mean scaled)	649	613	635.2
% scoring at or above 75%	22%	0%	9%
%scoring at or above 50th%	44%	17%	36%
% scoring at or above 25th %	78%	33%	64%
State Summary Report			
% Scoring above 75th NPR	30%	27%	22%
%scoring above 50th NPR	54%	50%	45%
% scoring above 25th NPR	73%	70%	65%